before taking up much of the theory. Triangles are finished with as little theory as possible, some necessary relations being assumed subject to later proof, and the more abstract theoretical work all follows the part on triangles. There are numerous interesting features, including some excellent applications of trigonometry to geometry, and some rather uncommon proofs. The formulas to be memorized are emphasized by black type, but there is no distinction between those really important and some that could as well be omitted. The tables are conveniently arranged five place tables in type that, although rather small, is still easy to read.

A Review of High-School Mathematics. By WILLIAM D. REEVE and RALEIGH SCHORLING. Chicago: The University of Chicago Press. Pp. x + 70. 40 cents net.

This book contains the material used for review at the University High School of the University of Chicago. It covers algebra, geometry, and some of the elements of trigonometry. There is an abundance of good material which is sometimes arranged so that it serves to group the ideas in preparation for future use, but at other times seems too much influenced by the teaching order used in first going over the subjects. In all probability this results from the fact that the book is planned to serve the double purpose of a review book for each year, and a final fourth year review of all college entrance mathematics. At the end of the book the authors give their idea of a minimum course in mathematics for the first year and a half.

Education Through Concrete Experience. Volume IV of the Francis W. Parker School Year Book. Chicago: Press of The Francis W. Parker School. Pp. 186. 35 cents.

This book has been written by the faculty of the school to illustrate their use of the concrete in the various departments. It contains such articles as "Mental Imagery in Geography," "The School Museum," "School Heating and Ventilation—A Study in Applied Physics," and "A History Newspaper." Of special interest to teachers of mathematics are "The Pupil's Experience as the Source of his Problems in Arithmetic" and "Experience Building in the Teaching of Geometry." The book is full of suggestion to both executive and teacher, and it merits a wide circulation.

Elementary Algebra. By H. E. SLAUGHT and N. J. LENNES. Boston: Allyn and Bacon. Pp. x + 357.

This book is planned to cover the first year in the subject. It gives a long course for this time, for it includes all the required topics for Elementary and Intermediate Algebra except the Progressions. Like previous books by these authors there is great emphasis on simple presentation and easy gradation in each topic, and on the side of concrete